



Dual Language Immersion Playbooks:

POLICY

FOUNDATIONAL
CONDITIONS

FAMILY AND
COMMUNITY
ENGAGEMENT

STAFFING

December 2024



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Introduction

High-quality dual language immersion (DLI) programs can be a key lever to provide every student with a pathway to multilingualism. DLI programs provide content and language instruction in both English and a partner language, the most common being Spanish, Mandarin Chinese, and French.¹ These programs typically start in kindergarten or first grade and can continue into middle and high school. In the elementary grades, between 50% and 90% of the day is taught in the partner language, depending on the program model and grade level. DLI programs support native English speakers as they develop proficiency in the partner language and English learners (ELs)² as they develop proficiency in English and the partner language, which may also be their home/heritage language.

DLI programs are especially critical for ELs.³ During the 2021–22 school year, there were 5.3 million students identified as EL, comprising 10.6 percent of the entire student population.⁴ To succeed in school, it is important for ELs to have access to both English language and grade-level content learning. Unfortunately, not all ELs are well supported in schools, leading to disparities in academic outcomes, like math,⁵ compared to students who were never identified as an EL. DLI programs are a method to harness EL students' assets as they achieve academic excellence, language proficiency, and global engagement.

There is growing evidence that DLI programs are associated with improvements in language proficiency and academic outcomes of students, especially ELs.⁶ Students in DLI programs often outperform their peers in English-only settings on standardized tests in both language arts and math.⁷ Other benefits include bilingualism and biliteracy; improvements in English language development;⁸ increased student self-confidence;⁹ as well as increased long-term earnings.^{10,11} As such, an increasing number of states, districts, schools, and communities are seeking to establish, expand, or improve their DLI programs. To do so, interest holders need access to promising and other evidence-based practices in DLI programs to inform their efforts.

The Dual Language Immersion Playbooks (DLI Playbooks) provide a roadmap for the creation,

design and adoption of policies, processes, programs, and practices that state educational agencies (SEAs), local educational agencies (LEAs), schools, as well as families and communities need to support and implement high-quality and inclusive DLI programs. The DLI Playbooks summarize what we know about emerging evidence-based practices, and include examples from states, districts, schools, universities, and non-profit organizations, highlighting successful planning, collaboration and strategies for effective implementation, funding, staffing, and community involvement. The contents of these playbooks are based on the 2024 Dual Language Immersion Project (DLI Project).

DLI Project

To learn more about promising and other evidence-based DLI practices and programs, the U.S. Department of Education (the Department) collected information from WestEd and the Regions 2, 6, 14, and 15 [Comprehensive Centers](#) and the five SEAs: California, New York, North Carolina, Texas and Utah. These states were selected because they have the highest number of DLI programs, more than 200 DLI programs in each state.¹² The DLI Project started with a literature scan that was used to create a set of considerations and guiding questions to identify the policies, processes, programs, and practices that can lead to high-quality and inclusive DLI programs.¹³ Focusing on the key questions and considerations, each SEA identified “bright spots”—public schools with high-quality research-based programs, high student attendance, and high parent engagement—to be visited. As they were selecting their DLI bright spots, SEAs were encouraged to consider staffing, professional development, program vision and goals, curriculum and assessments, instructional techniques, composition of students, processes to increase access to ELs, program implementation policies, SEA and LEA level policies, and student outcomes.

The DLI Project provided rich examples and insights into DLI practices based on literature and research as well as site visits at 19 public schools. In addition, the Department facilitated round table discussions attended by site leaders, district leaders, state

representatives, school board members, parents and care givers, and community members. Several themes emerged from the literature scan, visits, and round table discussions, including the importance of family and community partnerships, policies to promote and sustain DLI, funding, staffing and educator preparation, EL participation, and scalability and sustainability of programs. Feedback from these site visits and round table conversations informed the development of these playbooks so that they can be utilized by DLI interest holders—SEAs, LEAs, schools, families, and communities—when designing, implementing, sustaining, and scaling DLI programs.

DLI Playbooks

The Playbooks support a cohesive vision and goals for DLI programs across the country, ensuring they are well-resourced and accessible to all students, particularly ELs. These playbooks are designed to support states, districts, schools, families and communities in promoting multilingualism and ensuring ELs have equitable access to DLI programs.

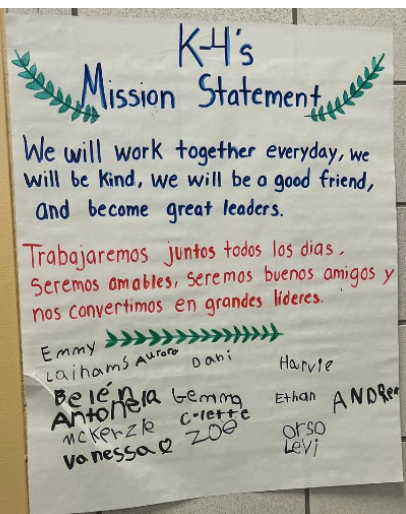


Figure 1. Example of Mission Statement from Graciela Garcia Elementary School at Pharr-San Juan Alamo ISD (PSJA ISD).

The DLI Policy Playbook supports DLI interest holders as they develop, advocate for, and implement comprehensive policies to support DLI programs, ensure equitable access for ELs and create pathways for all students to become multilingual. SEAs can develop policies that take action and message multilingualism as an asset and invest in expanding DLI programs. LEAs can leverage federal and state policies, research, data, and the [Seal of Biliteracy](#), to provide consistent resources,

and prioritize enrollment for EL students and other underrepresented groups of learners (i.e., special education, indigenous students, linguistic, racial and economic) in DLI programs. Schools can develop cohesive visions for DLI, ensure equitable access, and engage with diverse communities. Families and communities can advocate and support DLI in early learning and collaborate with state and local leaders to ensure high-quality DLI programs for all students.

The DLI Foundational Conditions Playbook

provides comprehensive guidelines to establish evidence-based and equitable DLI programs. SEAs can promote multilingualism, provide technical assistance, grant/funding opportunities, and ensure equitable access to DLI programs. LEAs can establish support structures and systems, prioritize enrollment of ELs, build educator capacity, and secure funding for DLI programs. Schools can advocate for resources, create awareness for students and families, develop high-quality bilingual curricula, and ensure diverse enrollment in DLI programs.

Families and communities also play a crucial role in understanding and advocating for DLI, participating in program implementation and support, and ensuring equitable access. The intentional and collaborative approach set out in the playbooks aims to enhance the sustainability and scalability of those programs across different levels of the education system.

The DLI Family and Community Engagement

Playbook outlines different roles in promoting family and community engagement in DLI programs. SEAs can develop policies, processes, programs and practices that ensure resources promote family engagement and provide guidance on fostering parent and family involvement in DLI programs. LEAs can ensure authentic engagement by increasing family partnerships and providing professional learning opportunities and resources to educators and schools. Schools can involve families in decision-making and offer opportunities for meaningful interaction and network building. Families and communities can help create awareness, message and advocate for DLI access in early education, out-of-school time, and summer learning and community-based organizations can provide resources for parent networks and education.








Figure 2. Ranulfo Marquez, Assistant Superintendent for Academics, Dr. Raquel Garcia, Principal PSJA Memorial Early College High School, Dr. Alejandro Elias, Superintendent at PSJA ISD, Olivia Martinez, PSJA English Language and Biliteracy Director, students from Early Memorial College High School, Montserrat Garibay, Assistant Deputy Secretary, Beatriz Ceja, Deputy Assistant Secretary, OELA, Melissa Castillo, Office of the Secretary, U.S. Department of Education.

The DLI Staffing Playbook supports DLI interest holders as they increase the number of prepared bilingual/multilingual educators to expand access to DLI programs. SEAs can support the recruitment and retention of qualified bilingual/multilingual educators by examining and adjusting licensure systems, partnering with teacher preparation programs, and providing consistent funding and technical assistance. LEAs can establish bilingual teacher/leader pathways, create “grow-your-own” programs, and build partnerships with the SEA, colleges and universities.

Schools can improve working conditions, educator support systems and invest in professional learning to recruit and retain highly qualified bilingual/multilingual personnel. Families and communities can identify and cultivate the importance of being bilingual and biliterate, serve as potential educators, support alternative pathways for bilingual educators, and provide professional growth opportunities.

The chart below summarizes the DLI practices SEAs chose to highlight during the DLI site visits.

State	Program Type(s) Visited	Highlighted Features that Support DLI*	Examples
California	Varied program types across the state, with visits to two-way dual language programs with varying partner language time allocations.		<ul style="list-style-type: none"> Funding: The Dual Language Immersion Grant provides funding to districts to expand or establish new DLI programs Family and community engagement: Resources that inform parents about multilingual education and bilingual programs are available Curriculum & assessments: State assessment that measures Spanish literacy
New York	Varied program types across the state, with visits to one-way and two-way dual language programs.		<ul style="list-style-type: none"> Implementation: In some districts, there are DLI enrollment policies for integrating newcomer students and ensuring access to programs Staffing: International educator licensing pathways Family and community engagement: At the district level, actively including families and community in the planning for DLI program implementation, curriculum, and other aspects
North Carolina	One-way and two-way dual language programs, including programs described as full immersion, continuing immersion, and indigenous immersion.		<ul style="list-style-type: none"> Implementation: The Dual Language/Immersion in North Carolina Committee, a K-20 group representing DLI programs from across the state, advises on policy and implementation questions Professional learning: Annual DLI Seminar for Administrators and Teachers, which includes DLI school site visits
Texas	Varied program types across the state, with visits to one-way and two-way dual language programs.		<ul style="list-style-type: none"> Implementation: The Texas Effective Dual Language Immersion Framework's (TxEDLIF's) Rubric outlines different levels of dual language implementation, and offers a tool for programs to self-assess their effectiveness. Curriculum & assessments: Assessment language guidelines for DLI students. Use of biliterate assessments.
Utah	The statewide DLI program is a 50:50 two-teacher model, including a secondary pathway with bridge courses for postsecondary credit.		<ul style="list-style-type: none"> Funding: House Bill 161 – Legislation for ongoing funding for Utah DLI program Professional learning: Requirement for DLI teachers to participate in all DLI state-sponsored PD days, and Annual Utah Dual Immersion Institute (AUDII) for first- and second-year teachers Instructional techniques: Utah DLI Instructional Framework and the use of an observation protocol to assess fidelity

- Staffing
- Professional learning
- Implementation policies (enrollment, prioritization of ELs)
- Curriculum, assessment
- Instructional techniques
- Funding
- Family and community engagement

**This list is not comprehensive of all that states do to support Dual Language Immersion programs, but it is representative of some of the best practices states chose to highlight during the DLI Project.*

Endnotes

- ¹ American Councils Research Center. (2021). *2021 Canvass of dual language and immersion (DLI) programs in US public schools*. American Councils for International Education. https://www.americancouncils.org/sites/default/files/documents/pages/2021-10/Canvass%20DLI%20-%20October%202021-2_ac.pdf.
- ² According to section 8101(20) of the ESEA, an EL is defined as “an individual— (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.” <https://www.ed.gov/sites/ed/files/documents/essa-act-of-1965.pdf>.
- ³ Porter, L., Vazquez Cano, M., Umansky, I. (2023). *Bilingual education and America’s future: Evidence and pathways*. Los Angeles, CA: The Civil Rights Project/Proyecto Derechos Civiles, UCLA. <https://civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/bilingual-education-and-americas-future-evidence-and-pathways>.
- ⁴ National Center for Education Statistics. (2024). English Learners in Public Schools. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved October 16, 2024, from <https://nces.ed.gov/programs/coe/indicator/cgf>.
- ⁵ National Center for Education Statistics. (2023). Mathematics Performance. *Condition of Education*. U.S. Department of Education, Institute of Education Sciences. Retrieved October 16, 2024, from <https://nces.ed.gov/programs/coe/indicator/cnc>.
- ⁶ Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1), 282S–306S.
- ⁷ Morales, C. (2024). Dual language immersion programs and student achievement in early elementary grades. *Educational Evaluation and Policy Analysis*, 0(0). <https://doi.org/10.3102/01623737241228829>.
- ⁸ Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, J., Burkhauser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal*, 54(1), 282S–306S.
- ⁹ Block, N., & Vidaurre, L. (2019). Comparing attitudes of first-grade dual language immersion versus mainstream English students. *Bilingual Research Journal*, 42(2), 129–149.
- ¹⁰ Agirdag, O. (2014). The long-term effects of bilingualism on children of immigration: Student bilingualism and future earnings. *International Journal of Bilingual Education and Bilingualism*, 17(4), 449–464.
- ¹¹ Rumbaut, R. (2014). English plus: Exploring the socio-economic benefits of bilingualism in Southern California. In R. Callahan & P. Gándara (Eds.). *The bilingual advantage: Language literacy and the US labor market*, (pp.1-27), Bristol, United Kingdom: Multilingual Matters.
- ¹² American Councils Research Center. (2021). *2021 Canvass of dual language and immersion (DLI) programs in US public schools*. American Councils for International Education. https://www.americancouncils.org/sites/default/files/documents/pages/2021-10/Canvass%20DLI%20-%20October%202021-2_ac.pdf.
- ¹³ Region 15 Comprehensive Center. (2024). *Literature Scan on Dual Language Immersion Programs*. Comprehensive Center Network, Region 15 Comprehensive Center. https://www.wested.org/wp-content/uploads/2024/08/Brief_Dual-Language-Immersion-Research_Current-Research-ADA-FINAL.pdf.

This Playbook contains resources and examples that are provided for the user’s convenience. The inclusion of these resources and examples is not intended to reflect their importance, nor is it intended to endorse any views expressed or products or services offered. These resources and examples may contain the views and recommendations of various subject matter experts, as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these resources and examples. Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public.

Dual Language Immersion POLICY PLAYBOOK

Policies can promote multilingualism and ensure consistent implementation of dual language immersion (DLI) programs. Intentional collaboration with interest holders is critical in developing clear goals and accountability, sustainability and support for the programs, cultural and linguistic respect, and guidance on evidence-based instruction and curricula, and helping drive parental and community engagement. High-quality DLI programs can lead to increased academic language and literacy development, student engagement, and attendance.¹

This playbook includes examples from the five state visits and roundtable discussions outlined in the introduction as well as examples identified through literature and research scans.

SEAs

Develop policy that views the knowledge of languages other than English as an asset. State educational agencies (SEAs) establish broad policies that promote multilingualism as an asset in all programs, especially career and technical education, special education, and early education programs. SEAs leverage cross-agency teams, communities, families, and higher education to develop resources and guidance. (See Endnote 1)

Example: The Rhode Island Department of Education's (RIDE) [Blueprint for Multilingual Learner Success](#) recommends that all multilingual learners receive high-quality instructional opportunities that include multilingual instruction, leverage their cultural and linguistic assets, promote college and career readiness, and prepare them to thrive socially, politically, and economically, both in Rhode Island and globally. Principle 4 of RIDE's blueprint requires a research- and data-informed system that holds all educators responsible for continuously strengthening multilingual learner (MLL) education.²

Support effective implementation, sustainability, and scalability. State leaders set clear definitions for what qualifies as a two-way dual language immersion program and build sustainable funding policies to support the effective implementation of DLI programs (see Endnote 1) by:

- Investing in new funding and increasing current funding sources to expand the available number of two-way DLI programs

Example: In 2023, the Utah State Legislature passed [H.B. 161](#) that, for 2024, appropriated over \$2,000,000 to schools for the implementation of DLI programs and \$778,900 to the University of Utah as an ongoing appropriation to support training and support for educators.³

Example: Texas began reforming funding structures in 2019 through [HB 3](#) to encourage the conversion of its longstanding statewide bilingual education program to a dual language model that more fully commits to developing students' home languages and English.⁴

- Investing in the expansion or establishment of new bilingual teacher training pathways

Example: Several California counties, San Diego State University, and Feather River College are coordinating to provide remote teacher training programs—with particular attention to preparing bilingual educators (see Endnote 1).



Figure 3. Gerardo Monreal, Maria Martinez, San Juanita Rivera, Spanish teachers and students from Liberty Middle school with Principal Michelle Fox and Olivia Martinez, English Language Development & Bilingual Director.

Example: The Utah State Board of Education provides an annual Dual Immersion Institute for [administrators](#) and educators in DLI programs.⁵

- 🍏 Reforming teacher training, credentialing, and hiring policies to eliminate obstacles for bilingual teacher candidates

Example: Several key initiatives and legislative actions have been taken to achieve this goal in California.

- **Bilingual Teacher Professional Development Program:** California has allocated funds specifically for the Bilingual Teacher Professional Development Program, which provides professional learning opportunities for educators seeking to provide instruction in bilingual settings.⁶
- **Bilingual Authorization:** The California Commission on Teacher Credentialing (CTC) offers a Bilingual Authorization, which educators can add to their teaching credentials. This authorization certifies teachers to instruct in both English and a target language. To support this pathway, the state has been working to streamline the process for obtaining a Bilingual Authorization.⁷

Ensure equitable access to DLI programs. SEAs establish bilingual and multilingual policies that ensure ELs have equitable opportunities to participate in DLI programs, including the following (see Endnote 1):

- 🍏 Ensuring state policies support equal access to participation by English learners (ELs) and/or speakers of target languages in DLI programs.
- 🍏 Developing state and district assessment policies that allow for assessment in both languages to inform instruction.

Example: [Utah administrative rule R277-488-4-B\(2\)](#) requires all schools offering a DLI program to complete fidelity assurances that include the requirement that enrollment in DLI programs must be open to all students of varying backgrounds and all ability levels, and schools must submit a report comparing DLI enrollment demographics to the schoolwide enrollment demographics.⁸

LEAs

Leverage the Seal of Biliteracy to celebrate students' proficiency in multiple languages. Local educational agencies (LEAs) develop policies to ensure all students have access to and are encouraged to earn a Seal of Biliteracy. LEAs seek to increase the participation of ELs in DLI and bilingual programs that provide a pathway to earn a Seal of Biliteracy.

Example: Every school year since 2018–19, the New York State Education Department has published an annual report on the [New York State Seal of Biliteracy](#). In school year 2022–23, 428 high schools offered the Seal of Biliteracy, with 111 of them in Big 5 school districts which serve 43 percent of New York state's students (Buffalo, New York City, Rochester, Syracuse, and Yonkers). Of the 1,682 students earning the Seal of Biliteracy in these districts, 1,122 were either current or former ELs, representing 67 percent of the total in 2022–23. Current and former ELs earning the Seal of Biliteracy from Big 5 districts have increased tenfold since 2016.⁹

Support effective implementation, sustainability, and scalability. LEAs develop policies that promote active participation in high-quality DLI programs in the following ways (see Endnote 1):

- 🍏 Providing consistent district funding and staffing resources to establish high-quality DLI programs
- 🍏 Creating pathways for DLI participation from preschool through high school
- 🍏 Highlighting the importance of dual language learning at an early age by incorporating it into early learning plans and offering programming for infants and toddlers

Example: The [Pharr-San Juan-Alamo Independent School District \(ISD\)](#) in Texas offers a dual language enrichment program from pre-kindergarten to 12th grade. As a result, all students can master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in English and Spanish. This

allows them to compete more successfully in a global economy. Currently, there are more than 14,000 elementary, middle, and high school students in the program.¹⁰



Figure 4. Pamphlet from Pharr-San Juan Alamo ISD.

Ensure equitable access to DLI programs. LEAs ensure that ELs have equal access to enrollment in new DLI programs and, whenever possible, locate new DLI programs in linguistically diverse communities that make integrated two-way DLI easier to implement. LEAs engage in the targeted recruitment of ELs who are native speakers of the program's partner language to make them aware of new DLI programs (see Endnote 1).

Example: [The Dallas Independent School District](#) (ISD) runs one of the country's largest DLI programs. District leaders consider DLI to be their default method for supporting EL students' linguistic and academic development. Appropriately, in 2019, the district's 154 Spanish-English DLI schools enrolled nearly 45,000 of the district's 64,217 ELs. At the district level, Dallas's DLI programs illustrate equitable access for ELs. While just 8 percent of U.S. ELs are enrolled in DLI, nearly 70 percent of Dallas ELs are. On average, Dallas schools offering DLI programs enroll a higher percentage of ELs than the district at large. Further, the racial and ethnic demographics of Dallas's DLI schools closely track district demographics, with no student group over- or underrepresented by more than 2.5 percentage points.¹¹

Schools

Develop cohesive visions and goals for the program that are set in policy. Schools develop policy with intentional DLI program design that includes cross-grade alignment. A high-quality DLI program has established school-level vision and goals focused on bilingualism, biliteracy, and multiculturalism. School leaders ensure that DLI programs meet the diverse needs of students and emphasize equal and high expectations for all students.

Example: For example, [Marguerite Montgomery Elementary School](#) in Davis Unified School District (California) provides a robust two-way bilingual immersion experience with 50 percent native Spanish speakers and 50 percent native English speakers. They emphasize cross-grade alignment, beginning kindergarten with a 90/10 Spanish-English focus, and by fourth grade, students are learning 50-50 in Spanish-English. Students can continue in DLI at the middle school and transition to AP classes at the high school.¹²

Example: At Windmill Springs Elementary in the Franklin-McKinley School District in California, the Vietnamese Dual Language Program was added as a strategy to grow enrollment on campus and not shut down the school. Because they offered the only Vietnamese DLI program in Northern California, the school is drawing students from multiple districts and the DLI classes are all full. There is a waitlist for the program, with an increase in both overall enrollment and student attendance.¹³



Figure 5. Alesha Moreno-Ramirez, Multilingual Support Division Director from California Department of Education visiting a 3rd grade class at Cesar Chavez Elementary School.

Ensure equitable access to DLI programs. Strong DLI programs focus on equity, the diverse needs of students, and creating a positive school climate. One way that LEAs may help ensure equitable access is by implementing entrance policies that emphasize a randomized lottery with preferred admission categories that include the following (see Endnote 1):

- 🍏 Fluent speakers of partner language
- 🍏 Inside/outside school catchment neighborhoods

- 🍏 **Prioritization for**
 - siblings of existing students at school, and
 - residence within the school district

Example: [San Tan Elementary School](#) in Higley, Arizona, has an open enrollment process that prioritizes students from their feeder preschool, siblings of current DLI students, and San Tan staff. Higley Unified School District provides DLI starting at preschool and continuing through middle and high school.¹⁴

Foster meaningful opportunities for engagement. School leaders emphasize engaging with schools, parents, boards of education, legislators, federal representatives, and communities when developing DLI program policies in the following ways:

- 🍏 Conducting targeted outreach about DLI enrollment options to communities that are linguistically, racially, ethnically, and socioeconomically diverse

Example: The schools in the Ossining Union Free School District in New York have for over fifteen years implemented [Proyecto ALCANCE](#), a district initiative to prepare immigrant-origin parents for school and civic engagement, involvement, leadership, and advocacy for their children and the members of their community through a servant leadership model.¹⁵

Families and Communities

Prioritize early learning settings for DLI programs. Because early childhood is a period of rapid brain development, communities can advocate to ensure that early learning settings include equal access to DLI programs that can provide the cognitive and social-emotional benefits associated with early bilingualism (see Endnote 1).

Example: Head Start has [consistent policies and practices](#) specific to supporting young bilinguals, including requiring bilingual staff and home language exposure if more than 50 percent of the children in a program speak the same non-English language.¹⁶

Legislative priorities focus on bilingualism. State and local legislative and governing bodies set legislative agendas that prioritize high-quality DLI programs and equal access.

Example: A half-century of [mandatory statewide bilingual education](#) has contributed to Texas's longstanding linguistic diversity, both in the state's preK–12 schools and its teacher training programs. Further, the state recently changed its EL funding formula, providing additional resources to districts that enrolled their ELs in DLI programs. These factors likely combine to create something like an educational “economy of scale,” with large numbers of bilingual students, caregivers, teachers, and administrators across the state.¹⁷

Advocate for policies that support DLI programs. Communities collaborate to uniformly encourage support for resources for equally accessible, sustained, and high-quality DLI programs. Examples of policies that support DLI programs include:

- bilingual residencies
- bilingual school concerts
- monthly class newsletter (in both Spanish and English)
- schoolwide meetings and events hosted in both languages
- curriculum and textbooks in both languages

Example: In PS084, New York City Public Schools – District 14 families and the community have taken action to help address gaps in equitable access by making sure students have access to different educational resources.¹⁸ For example, parent teacher associations (PTA) and community members fundraise to provide each student the different resources required so all can participate regardless of their language or economic background.



Figure 6. Math class at Jones Elementary School in Guilford County Schools in North Carolina.

Endnotes

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Dual Language Immersion

FOUNDATIONAL CONDITIONS PLAYBOOK

The establishment of strong and solid foundational conditions for dual language immersion (DLI) programs includes a comprehensive approach that involves vision, leadership, evidence-based practices, curricula, resources, family and community engagement, cultural competence, assessment and evaluation, supportive policies and processes, and sustainability planning.

This playbook includes examples from the five state visits and roundtable discussions outlined in the introduction as well as examples identified through literature and research scans.

SEAs

Understand dual language immersion (DLI) and its benefits and promote policy in support of DLI. State educational agencies (SEAs) promote greater understanding and support for multilingualism and dual-language programs, advocating for their development and implementation and sustainability at all levels of the system.

Example: The California Department of Education developed the [Global California 2030 Initiative](#) as a call to action for various interest-holder groups to support multilingualism through expanding access to world language classes, programs, and experiences; training more bilingual teachers; and improving the quality and availability of advanced language classes. For additional information about how SEAs can shape DLI policy, see the [Policy Playbook](#).¹

Support effective implementation, sustainability, and scalability. SEAs provide technical assistance to schools and districts by selecting and securing funding for the most appropriate DLI program models for their context; identifying and implementing curricula and assessments; and establishing a cohesive vision and goals and working toward their enactment.

Example: [Regional Bilingual Education Resource Networks](#) (RBERNs), supported by the New York State Education Department Office of Bilingual Education and World Languages, deliver a coordinated system of support to improve instructional programs and practices, focusing on such areas as student identification, quality instruction, assessment, professional development, and parental involvement.

Example: The North Carolina Department of Public Instruction has created a [visual program directory](#) and convenes a [group of DLI educators](#) quarterly to highlight successful DLI programs, connect DLI educators across the state, and provide professional development and updates.^{2,3}

In addition, SEAs create and regularly convene networks of DLI program administrators and educators to share resources, engage in networking and collaborative professional learning, and share successes and problems of practice.

Ensure equitable access to DLI programs. DLI programs strive to reflect the racial, ethnic, linguistic, and socioeconomic makeup of the wider community. To facilitate this, states allocate additional funding to increase the availability of two-way DLI programs, focusing on areas with high linguistic diversity and substantial English learner (EL) enrollment. SEAs support the development or expansion of bilingual teacher training programs and revamp teacher credentialing and hiring practices to remove barriers for bilingual teacher candidates.⁴

Example: [Utah has a robust state-sponsored DLI program](#) for grades K-12 and supports states with funding, staffing, and professional learning.⁵

Support effective implementation, sustainability, and scalability. To effectively open and operate new DLI programs, districts establish support structures that evolve with schools' needs, initially focusing on creating welcoming environments, then shifting towards implementation with continuous district support, and ultimately building capacity by linking schools with essential resources, such as university partnerships or regional educational agencies. In addition, local educational agencies (LEAs) take an active role in interest-holder-led bilingual program planning and implementation and invest in or support local pathways to develop a multilingual educator workforce.

Example: The Texas Education Agency has developed a [Dual Language Immersion \(DLI\) Program Implementation Rubric](#) that districts can use to determine the next steps for the development and improvement of their DLI programs.⁶

Ensure equitable access to DLI programs. Districts seek to increase the enrollment of fluent speakers of partner languages in DLI programs. Districts avoid disproportionately enrolling ELs in English-only schools when DLI programs offering academic instruction in their home languages are available. Whenever possible, districts establish new programs in linguistically diverse communities that facilitate integrated two-way DLI by including a substantial number of native speakers of the DLI program's partner language (see Endnote 5).

Example: [North Carolina's Charlotte-Mecklenburg Schools](#) reserves seats at DLI schools for students from outside the immediate neighborhood and provides transportation support to achieve more equitable access to its DLI programs.⁷

Example: [Ossining Union Free School District](#) in New York carefully and intentionally begins the year with a lower enrollment in one-way dual language immersion classes so that it can integrate newcomer ELs during the school year.⁸

Ensure schools are well-resourced. Districts maintain a strong commitment to DLI programming and understand how to secure and allocate limited funding to maintain program continuity. This helps to ensure DLI programs have every opportunity to succeed, particularly when faced with competing priorities. In addition, districts consider a multifaceted funding strategy, leveraging a combination of philanthropic support, government funds, grants, reallocations from existing funding streams, and grassroots initiatives. Districts consider how funds are strategically applied to DLI programs through various channels, including funding under Titles I, II, and III of the *Elementary and Secondary Education Act* of 1965, local staff allotments, and mini-grants (small grant awards with short implementation periods).

Example: Several states, such as [Texas](#)⁹ and [Washington](#),¹⁰ provide guidance to LEAs on how funding can be used to maintain and expand DLI programs. In addition, some states, such as California, provide grant funding that supports LEAs to expand or establish new DLI programs.¹¹

Example: [Riverside Unified School District](#) used California's local control funding formula to establish a Spanish-language preschool program to prepare native Spanish speakers for Spanish-English DLI in kindergarten.¹²

In terms of staffing, districts support creative partnerships and innovative pathways to certification. For more information about staffing, see the [Staffing Playbook](#).

Support for families and the community to understand DLI and its benefits. Family and community involvement are crucial for dual language program success and building trust, understanding, and support for bilingual education initiatives. For more information about how LEAs can include families and the community, see the [Family and Community Playbook](#).

Schools

Ensure adequate resources are in place. School leaders advocate for their programs with district and state leadership, families, and community organizations to ensure they have the resources they need.

Resources needed to support successful DLI programs include:

- 🍏 staff based on enrollment numbers to include fully credentialed and experienced general education teachers, bilingual educators, and English language development (ELD) specialists, along with necessary support staff. For further details on staffing strategies, please refer to the [Staffing Playbook](#).
 - 🍏 high-quality academic materials and assessments in both DLI program languages to ensure parity between the instructional languages.¹³ Schools develop or acquire a two-language curriculum that aligns with state standards and assessments, is culturally responsive, fosters an appreciation for multiculturalism, and promotes equal status for both languages.
- Example:** The [New York State Education Department K-3 Literacy Curriculum Review Guide](#) is designed for optional use by districts and schools in selecting high-quality K-3 literacy curricula and curricular materials designed to meet the needs of all students, including ELs.¹⁴
- 🍏 Engage in assessment practices in both languages and use assessment data to guide instruction.

Example: The Center for Applied Linguistics shares key principles for the alignment of standards, curriculums, assessments, and vision for multilingualism and multiculturalism in its [Guiding Principles for Dual Language Education](#).¹⁵

Support effective implementation, sustainability, and scalability. Leaders ensure the involvement of and support for key educators:

- 🍏 Leadership is distributed among diverse members of the school community, rather than concentrated solely with the principal, and involves shared decision-making by a team of various interest holders.
- Example:** The [California Association for Bilingual Education](#) provides guidance on who to include on a distributed leadership team.¹⁶
- 🍏 Leaders create and maintain systems and structures that support their staff with professional collaboration, high-quality practice, and ongoing professional learning.
- Example:** The Sobrato Early Academic Language (SEAL) model uses an [alignment and articulation tool](#) to support teachers in engaging in cross-grade-level reflection and discussion and encourage schoolwide alignment.¹⁷

Ensure all interest holders share an ambitious program vision and goals. Leaders of successful DLI programs are deeply knowledgeable about high-quality DLI programming and use this knowledge to create and share a cohesive vision, set goals for the program, and provide sustained oversight for its development and ongoing success. This helps school leaders ensure their programs maintain strong cross-grade alignment, address the diverse needs of all students, ensure language equity, and uphold high and equal expectations for all students.



Figure 7. Dual Language Immersion Project in Utah with the National Comprehensive Center Region 15. OELA leadership visited and observed multiple dual language immersion classes and bilingual educators teaching various content areas at Granite School District, Canyons School District, and Nebo School District.

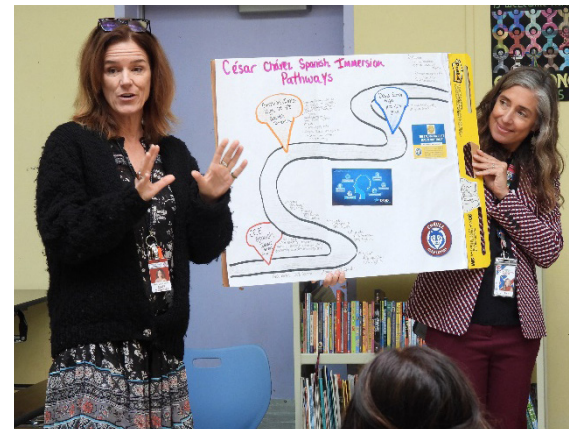


Figure 8. Veronica Dunn, Principal at Cesar Chavez Elementary and Teacher Mele Blackstone.

Example: School leadership teams can use the reflection questions in the [Center for Applied Linguistics's Dual Language Forum White Paper](#) to consider the extent to which their school vision and practices promote multiculturalism, multilingualism, and language equity.

Ensure equitable access to DLI programs. To the greatest possible extent, DLI programs are designed and implemented to include diverse enrollment, increase access for ELs fluent in the partner language, and mirror the community's demographics. This will likely involve intentional outreach to diverse communities, coordination across district systems, and attention to maintaining classroom-level diversity (see Endnote 5).

Example: At [Springville Junior High](#), in the Nebo School District in Utah, instructional leaders reached out directly to encourage Spanish-speaking students and families in its feeder elementary schools and the broader community to join its Spanish DLI program, serving to significantly increase the school's enrollment of native and heritage Spanish speakers.^{18,19}

Families and Communities

Understand DLI and its benefits. Parents and families of English and multilingual learners are empowered by understanding bilingual education and advocating for it within their communities.

Example: Texas offers a [Title III Engagement Series](#) that families and community members participate in to increase awareness about the benefits of multilingualism and DLI programming.²⁰

Advocate for equitable access to DLI programming. DLI programs ensure equity in program admissions and classroom instruction. Central to this is an awareness that inclusion of a diverse student body supports all students to develop bilingualism and biliteracy, academic and linguistic success, and sociocultural competencies and that advocacy for the concerns of underserved students and communities is essential. Partner language-speaking and English-speaking families, community members, and advocacy organizations raise questions about the distribution of resources and promote equitable access to high-quality DLI programming.

Example: Families and community members play a key role in advocating for equitable access to the dual language program in [North Rockland Central School District](#) in New York. Their involvement ensures that the program and enrollment reflect the needs and interests of the community.²¹

Get involved in DLI program leadership. Parents, families, and communities support the development of new and existing DLI programs directly through schools and districts but may also work through alternative pathways. Some schools have replaced their parent-teacher associations (PTAs) with parent action committees (PACs). In addition to supporting the schools like traditional PTAs, PACs also raise issues or challenge school policies that may need revision. Many families also turn to community-based organizations (CBOs) to engage with their children's schooling and advocate for improved programming.

Example: Families and a local CBO joined forces in 1997 to found [Cypress Hills Community School](#), a public DLI school in Brooklyn, New York, that offers DLI programming to all students. Strong parent leadership continues to be central to the school's mission.²²

Example: Parents and families of students in DLI programs in the [Pharr-San Juan-Alamo Independent School District](#) in Texas support program implementation across the elementary, middle, and high schools.²³



Figure 9. Students from PSJA Graciela Garcia Elementary School in Pharr, Texas.

Endnotes

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- ¹⁸ Springfield Junior High School. (n.d.) <https://sjhs.nebo.edu/>.
- ¹⁹ For the purpose of this document, a “heritage language speaker” is someone who is exposed to a language primarily within their family or cultural community, usually as a minority language in the broader community they live in, while a “native language speaker” is someone who acquires a language from birth as the dominant language in their community.
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Dual Language Immersion

FAMILY AND COMMUNITY ENGAGEMENT PLAYBOOK

Family and community engagement is a critical component of high-quality dual language immersion (DLI) programs. By intentionally building systems and structures for bidirectional communication, co-creation, and shared decision-making, families and the community become essential partners in fostering inclusive programs, increased student attendance, and positive outcomes for all students.

This playbook includes examples from the Office of English Language Acquisition's (OELA's) five state visits and roundtable discussions as well as examples identified through literature and research scans.

SEAs

Develop policies and resources that promote family engagement. State educational agencies (SEAs) foster effective family partnerships through local guidance, policies, and resources. Proactive family and community partnerships help ensure that DLI programs are scalable and inclusive of English learners and their families.

Example: California has developed a [Parent's Toolkit to Multilingual Education](#) that includes PowerPoint presentations and printable parent guides in English and other languages. This gives families information on the benefits of multilingual education, multilingual programs, and how to request a multilingual program for their child.¹

Example: [New Mexico](#) requires districts to establish parent advisory committees that are representative of students served by the district. These advisory committees are involved in the development, implementation, and evaluation of dual language programs.²

Example: [North Carolina](#) provides guidance and research to districts and schools on fostering parent and family engagement in dual language programs.³

- Drawing on research conducted by Dr. Virginia Collier and Dr. Wayne Thomas on dual language programs, a document on North Carolina's website notes: "The bilingual/bicultural context of a well-implemented dual language/immersion program nurtures everyone. The school may provide cross-cultural events for families, including exchanges of skills and shared language learning experiences. Parent meetings focus on the needs of their multilingual/multicultural community" (See Endnote 3).

Example: The Illinois State Board of Education has a robust [Bilingual Parent Advisory Committee \(BPAC\)](#) focused on helping bilingual families and community members better understand how bilingual programming works so they may advocate for the academic needs of their students.⁴

Example: Under P.A.23-150 Section 17, the Connecticut State Board of Education enacted a written [bill of rights for parents or guardians of students who are multilingual learners](#) to guarantee that the rights of such families and students are adequately safeguarded and protected.⁵

Example: The Utah State Board of Education (USBE) provides LEAs and schools with a [Parent and Family Engagement Plan](#) to assist them in meeting the parental involvement requirements of ESSA and with the intent of improving engagement, programs such as DLI, and student outcomes.⁶



Figure 10. Bulletin board from a classroom at Marguerite Montgomery Elementary in Davis, CA.

LEAs

Ensure adequate support for local authentic family and community engagement. LEAs recognize that traditional family engagement does not provide equal and adequate opportunities for dual language family participation. To build inclusive DLI programs that promote intercultural family relations, family involvement

needs to be redefined, and obstacles addressed. Family involvement should be two-way and extend beyond attendance at school events to include interactions with other families, advocacy, and meaningful contributions that impact the design and implementation of DLI programs. The LEA plays an active role in providing professional learning and resources to support the development of reciprocal, innovative, and authentic family partnerships.

Example: [Pharr-San Juan-Alamo Independent School District](#) (PSJA ISD) in Texas has a powerful family and community model of engagement in which it integrates culture with academics, specifically in high school with its mariachi band and arts.⁷

Example: In its [LEA English Learner Program Improvement Strategies \(SY2020–21\)](#), the D.C. Office of the State Superintendent of Education (OSSE) has a key principle focused on providing guidance for family involvement.⁸

- This principle suggests that schools partner with families, educators, system leaders, and communities to nurture English learner (EL) students' linguistic, academic, social, and emotional development. Schools can:
 - Establish a two-way family engagement plan that prioritizes EL families by defining their role as partners rather than helpers.
 - Empower EL families to have an active role in their child's learning and success.
 - Provide a space and opportunities for EL families to be advocates and share their views with decision makers.

Develop clear bidirectional communication systems with families. Families are key in growing and sustaining a DLI program. Being able to continue engaging them and developing a partnership in support of the program as it grows will be critical. It is essential to communicate from the onset the commitment that is involved in DLI. Provide opportunities for families to be active participants in the school and classroom.

Example: New York's North Rockland Central School District intentionally communicates the importance of regular attendance to its families. Attendance reports are generated monthly, and families are provided with access to building and community resources to ensure a successful partnership, resulting in higher attendance averages in DLI kindergarten and first grade classes.⁹

Involve families in decision-making. Families and community members should also be involved in program decision-making, such as through participation in committees or task forces that influence program design and curriculum.

Example: Rochester City School District in New York's [Office of Parent Engagement](#) provides in-depth opportunities for parent involvement. It has a [Parent University](#) that seeks to "educate and empower families as partners, advocates, and lifelong teachers in their child's education through educational courses and leadership opportunities." The district offers multiple opportunities for parent networks, including a Latino parent conference and a family and community engagement forum.¹⁰

Example: Douglas County School District in Colorado has a [student advisory group](#) that provides an opportunity for the board and district personnel to have a focus group of students who express what they think is important regarding their education.¹¹



Figure 11. Kindergarten students from Cesar Chavez Elementary School, CA.

Schools

Ensure inclusion and voice from families and the community. Family inclusivity is crucial for dual language program success and building trust, understanding, and support for bilingual education initiatives. Families play an essential role as advocates within DLI programs by spreading awareness, recruiting other families, and sharing program benefits with their communities regardless of whether they speak English or the partner language. Family inclusion significantly influences policymakers' decisions regarding DLI program funding allocation within school districts.

Example: Families at the [Cypress Hills Community School](#) in New York are actively involved in decision-making through participation in the school's governance committee and teacher hiring processes.¹²

Example: [The English Learner Family Toolkit](#) was created by the National Clearinghouse of English Language Acquisition (NCELA) and the Office of English Language Acquisition (OELA) to help families choose education services that meet their child's needs. Elementary and secondary school teachers, principals, and other school staff can also share the toolkit as a resource for English learners and their families.¹³

Provide opportunities for families to interact with other families. DLI programs have the potential for families to develop networks that support enhanced language development and opportunities for learning and growth. Parent workshops and meetings help families connect and create school communities, which can further increase family and student participation.

Example: [The Stephen K. Hayt Elementary School](#) in Chicago, Illinois, hosts a robust Bilingual Advisory Council to empower families to serve as partners in the education of their children who are participating in bilingual programs. The goal is to empower families to participate in their students' education and advocate for the academic, social, and cultural development of all ELs. They meet at least five times a year and include parent training and networking workshops.¹⁴



Figure 12. Matt Best, Superintendent at Davis Joint Unified School District visiting 6th grade classroom at Marguerite Montgomery Elementary in Davis, CA.

Build strong partnerships with the local community. DLI programs aim to build strong partnerships with the local community to enhance resources, support, and cultural relevance. Partnerships with institutions of higher education, in particular, support staffing pipelines and high school bridge programs. Organizational connections can make finding and keeping teachers easier by creating professional learning networks. For example, these groups can work with the community to build programs for less common languages.¹⁵

Example: DLI schools in Utah implement a structured collaboration framework that includes guiding questions for how to effectively collaborate with families and new partners. Templates are included to ensure that DLI educators and administrators can document successful engagement and communication efforts.¹⁶

Families and Communities

Advocate for dual language immersion access in early education. According to OELA's [Benefits of Multilingualism infographic](#), there are multiple benefits to being multilingual, multiliterate, and multicultural in today's global society. Knowing more than one language from birth, acquiring a new language through school, or learning languages later in life, can provide tangible advantages in many areas.¹⁷

Example: Children and families enrolled in [Head Start](#) and Early Head Start programs speak more than 140 languages. Children who are dual language learners make up at least one-third of all children in Early Head Start and are in more than 85 percent of programs. Under [45 CFR Chapter XIII §1302.50](#) all Head Start programs must meet the following requirements, using research-based strategies to support the strengths and address the needs of children who are dual language learners and their families.¹⁸

- Develop relationships with families and structure services to encourage trust and respectful, ongoing, two-way communication between staff and families to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.

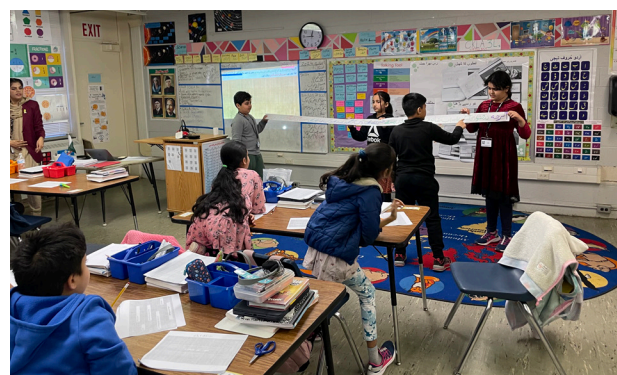


Figure 13. Allen Jay ES was the first Urdu, two way, full immersion school in the United States.

- Conduct family engagement services in the family's preferred language, or through an interpreter, to the extent possible, and ensure families can share personal information in an environment in which they feel safe.

Provide community resources for parent networks and education. Community-based organizations provide opportunities for families to develop leadership and advocacy skills that can be used to support local DLI programs and grow-your-own bilingual educator programs.

Example: [ALL in Education](#) is a community and family organization that seeks to build an Arizona where all communities have access to opportunity and justice and where the cultural attributes that students and families carry are viewed as assets to be nurtured and developed so that students can be the state's future leaders. They provide a [Parent Educator Academy](#) that is paving the way to meaningful family engagement and involvement, the development of social capital, and community transformation. The goal is to build agency to improve outcomes for families and communities through leadership and advocacy.¹⁹

Example: The California Migrant Education Program [Mini-Corps](#) mentors college tutors to become future bilingual teachers, providing them with hands-on training and work experience for their future profession.²⁰

Endnotes

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Dual Language Immersion

STAFFING PLAYBOOK

Staffing is critical to the success of dual language immersion programs. Taking the actions necessary to ensure the preparation, hiring, retention, and ongoing professional development of staff contributes to the consistency, sustainability, and scalability needed to achieve the goals of bilingualism and biliteracy.

This playbook includes examples from the five state visits and roundtable discussions as well as examples identified through literature and research scans.

SEAs

Examine the state licensure system to ensure it supports but does not restrict high-quality dual language immersion (DLI) staffing. Confirm requirements are in place for DLI educators at all levels of the system to be knowledgeable about bilingualism, emergent bilinguals, and bilingual education and well prepared to facilitate high-quality DLI programming. Policies should allow bilingual teaching candidates flexibility in credentialing/licensure while still requiring them to meet high standards for certification.

- 🍏 Ensure that each component for licensure is essential to supporting high-quality instruction—and that no components serve as barriers to certification.

Example: In order to increase the number of teachers qualified to serve English-speaking and multilingual students in New York schools, the [Board of Regents](#) recently incorporated additional flexibility in working toward bilingual certification types.¹

- 🍏 Work with traditional teacher training programs to design the scope and sequence of courses to be both theoretical and hands-on. One such approach includes teacher residency programs that model themselves after medical residencies. Candidates in these programs obtain classroom experience while taking teacher preparation classes and often earn a full teaching certification within two years.

Example: The [State of California funds competitive grants](#) to support collaborative partnerships between local educational agencies (LEAs) and teacher preparation programs offered by regionally accredited institutions of higher education to expand, strengthen, improve access to, or create teacher residency programs in high-priority areas, including bilingual education.²

- 🍏 Establish provisional teacher licenses that allow adults with bachelor's degrees and native proficiency in non-English languages to teach in DLI classrooms. Provide multiple flexible pathways for provisionally licensed bilingual teacher candidates to secure long-term licensure, such as by enrolling in additional teacher preparation courses or the successful completion of an apprenticeship with a master DLI teacher.

Example: Utah allows for a flexible [Temporary Associate Educator License](#) for teaching candidates who have completed a bachelor's degree with a major in the field in which they are seeking licensure OR who have passed appropriate content area tests OR who have appropriate career and technical education (CTE) certifications of expertise, but have not met other requirements to earn a teaching license.³

- 🍏 Revise reciprocity requirements for bilingual teachers who have been certified in another state or country.

Example: The [residency license in North Carolina](#) provides an alternative route to certification for those who have a bachelor's degree or higher and want to transition to teaching in the state through J-1 visa program placements.⁴

Bolster opportunities for bilingual staff through funding support. States launch and administer grants and alternative funding programs explicitly targeted at growing bilingual teacher training pipelines, increasing the linguistic diversity of the state's teaching force, and supporting professional development opportunities for educators of English-speaking and multilingual learners.

- States work directly with LEAs to direct or locate funding.

Example: [Texas's Region 8 Education Service Center \(ESC 8\)](#) provides technical assistance to 46 school districts in Texas's northeast corner, some of which boast particularly high levels of linguistic diversity. ESC 8 uses its convening power to help school districts and regional institutions of higher education understand paraprofessionals' ambitions, find funding to close the financial gaps that prevent bilingual paraprofessionals from becoming bilingual K–12 teachers, and tailor their systems to make those ambitions achievable.⁵

Example: The U.S. Department of Education's [Title III National Professional Development Program](#) makes grants to institutions of higher education or public or private entities with relevant experience and capacity, in consortia with LEAs and/or SEAs, in support of professional development opportunities intended to improve instruction for English learners (ELs).⁶

- States structure scholarships, fellowships, and other financial aid programs to cover the cost of bilingual candidates' coursework.

Example: The New York State Education Department partners with state universities through the [Clinically Rich Intensive Teacher Institute \(CR-ITI\)](#). This program provides financial support to future bilingual educators pursuing certification in bilingual education and English as a new language.⁷



Figure 14. Bilingual word wall.

LEAs

Establish specific bilingual teacher pathways for current bilingual staff. Whenever possible, these pathways should recognize the experience and expertise of bilingual staff as equivalent to some of the requirements of traditional teacher training programs and include financial, programmatic, and logistical support for participation.

Example: Mount Pleasant Independent School District in Texas offered scholarships for paraprofessionals enrolling in [Texas A&M University-Commerce's Pride Pathway](#). This program allows paraprofessionals to bypass elements of traditional teacher training systems, counting their daily classroom work as student teaching experience.⁸

Establish "grow-your-own" (GYO) programs specifically tailored to preparing a supply of local educators. These programs focus on developing and retaining teachers within local communities and districts and can identify and support potential bilingual educators to complete the certification process. This might include paraprofessionals and teachers without a current bilingual endorsement; students in middle school, high school, or college; and community members, including parents, members of the military, and people seeking a career change.

Example: [Oak Grove School District](#) in San Jose, California used funding from the state's [Bilingual Teacher Professional Development Program](#) to develop a GYO approach to support existing bilingual educators who did not have a bilingual teaching credential to get one and those with a bilingual credential who were not teaching in a bilingual classroom to return to that setting.^{9,10}

Example: The National Center for Grow Your Own (NCGYO) launched the [National Registered Apprenticeship in Teaching District Network](#) to support school districts that are addressing educator shortages with a registered apprenticeship model.¹¹

Build partnerships with universities. Collaboration between school districts implementing DLI programs and universities and colleges promotes mutual sustainability. Universities gain preferred placements for student teachers, and districts can access newly credentialed graduates who understand the culture and community in which they will be working.

Example: [Portland Public Schools' Dual Language Teacher Residency Program](#) provides an innovative model by allowing adults with bachelor's degrees and proficiency in DLI languages to receive a provisional teaching license and serve as DLI teachers while completing traditional training.¹²

Pursue creative recruitment efforts and incentives. Incentivize educator DLI positions and provide the support that current or new bilingual teacher candidates may need to work toward their certification or endorsement.

- 🍏 Partner with external entities to support staffing efforts and make connections.

Example: [Boston Public Schools](#) has partnered with the Boston Mayor's Office of Immigrant Advancement (MOIA) and local law firms to successfully obtain H1-B visas that are granted for up to six years and open the door for green card applications.¹³

- 🍏 Provide financial incentives to entice current teachers to earn a bilingual endorsement and fill a bilingual teaching position, or offer bonuses, scholarships, tuition subsidies, or loan forgiveness to attract and retain bilingual teachers.

Example: New teachers in shortage areas such as bilingual education in [Rochester City School District](#) in New York begin one step higher on the salary scale and are eligible to receive a stipend for the first four years of employment.¹⁴

- 🍏 Offer in-kind incentives, such as housing assistance or subsidized meals, to support teachers as they complete the requirements for a bilingual endorsement and begin their careers in education.

Example: Some school districts across the country, including [Jefferson Union High School District in Daly City, California](#), have begun to build housing developments specifically for school staff.¹⁵



Figure 15. Davis Joint Unified School District, Governance Team, Alesha Moreno-Ramirez, Multilingual Support Division, California Department of Education (CDE), Geqigula Dlamini, Administrator, Language Policy & Leadership, Veronica Dunn, Principal at Cesar Chavez Elementary, Amelia Hess, Principal at Montgomery Elementary, Maria Luquin, Director of Multilingual Education, Matt Best, Superintendent at Davis Joint Unified, Kate Wright, Jennifer Blitz, WestEd, Melissa Castillo, Beatriz Ceja and Montserrat Garibay, U.S. Department of Education, Office of English Language Acquisition, Office of the Secretary.

Schools

Recruit and retain highly qualified personnel to fully staff programs. Essential staff include:

- 🍏 Teachers with native or native-like ability in the language(s) of instruction and at least an elementary-level understanding of the partner language who are highly qualified to support English-speaking and multilingual learners
- 🍏 Additional master teachers fluent in the partner language capable of supporting all teachers in providing instruction in two languages
- 🍏 Parent engagement specialists to support families in communicating with teachers, understanding educational processes, and accessing resources in their preferred language
- 🍏 Educators to address the needs of special education students within DLI programs at all tiers of the system of supports
- 🍏 Additional support service professionals, including counselors, school psychologists, and speech and language pathologists

Example: The Texas Education Agency provides a [Dual Language Immersion Framework](#) that articulates guidance for staffing.¹⁶

Improve Working Conditions for Staff. Strategies that involve improving working conditions for bilingual teachers can serve as an incentive for bilingual teachers to enter the profession and as a strategy to minimize attrition, leading to increased program sustainability.

- 🍏 Provide sufficient resources. Adequate instructional resources can be a challenge for bilingual teachers, particularly for those teaching languages other than Spanish. Ensuring access to necessary curricular resources in their target language can be a strong incentive.

Example: California Educators Together provides professional learning, lesson design, and curricular resources for site-based staff in multilingual programs.¹⁷

- 🍏 Ensure new teachers are supported within a positive school environment.

Example: The [New Teacher Center](#) works with schools and districts across the country to build equitable, sustainable learning cultures and to support new and beginning teachers through induction and mentorship.¹⁸

Ensure support structures are in place for ongoing professional learning and growth. Robust professional learning support is offered throughout the year to ensure the ongoing development of teachers' knowledge and skills related to curriculum implementation, bilingual education strategies, English learner support, and cultural awareness. School leaders:

- 🍏 Design schedules with time and space for grade-level/content-area planning and communities of practice to make decisions and solve problems with curriculum, plan instruction, observe each other's classrooms, and share expertise.

Example: [Utah](#) provides a series of grade-span-specific collaboration protocols and DLI partner-teacher resources that schools can use to support horizontal and vertical collaboration.¹⁹

- 🍏 Ensure DLI teachers participate in pre- and in-service trainings that advance their theoretical and practical understanding of high-quality DLI instruction.

Example: The University of Minnesota, through funding provided by the [National Professional Development Program](#), has developed a [set of rubrics](#) that can be used by and with teachers to support improved DLI instructional practices (See Endnote 9).²⁰

Invest in GYO programs. School leaders play a crucial role in building pipelines for DLI program staff by identifying talented classroom teachers, staff, and students who can potentially transition into DLI roles over time.

- 🍏 High school pipelines can be established to lead students into university bilingual educator pathways. Special focus may be placed on English learner and multilingual students pursuing the Seal of Biliteracy.

Example: [Educators Rising](#) is an organization that supports schools and districts to begin a CTE pathway for future educators.

- 🍏 Current school staff (teaching assistants, paraprofessionals, other classified staff, or non-DLI teachers interested in becoming dual language educators) are tapped to receive specific training, often based on university partnerships.

Example: [Building a Bilingual Teacher Pipeline](#) profiles several schools in Washington and details how they have identified and supported promising staff to become certified teachers (see Endnote 21).

Families and Communities

CBOs, colleges, and universities work in partnership with schools and districts to identify and cultivate interest among potential educators.

Example: The [Logan Square Neighborhood Association \(LSNA\)](#) in Chicago works with local public schools to identify promising paraprofessionals and parents and then partners with local teacher preparation programs to offer teacher education classes in Logan Square elementary schools.²³

Example: The [State University of New York New Paltz](#) works in partnership with the [Hudson Valley Regional Bilingual Education Resource Network](#) of the New York State Education Department to develop a GYO program focused on recruiting bilingual high school students to enroll in university education programs.

Community groups support alternative pathways for bilingual educators. CBOs, philanthropic groups, colleges and universities can serve as sources of funding and support to diversify the teacher pipeline.

Example: The City University of New York's [Initiative on Immigration and Education](#) provides support for undocumented educators as they work through the certification process.

Community groups support educators with professional growth.

Example: Organizational connections, such as [Sobrato Early Academic Language \(SEAL\)](#), can make finding and keeping teachers easier by creating professional learning networks across schools and districts.

Endnotes

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Conclusion

The DLI Playbooks focus on key areas for designing, implementing, and improving DLI programs, highlighting the importance of developing policies, processes, programs, and practices that value student diversity, view languages other than English as assets, supporting the quality, sustainability, and scalability of DLI programs, and fostering meaningful engagement with families and communities.

Guidelines from the Dual Language Immersion Playbooks for SEAs, LEAs, Schools, Families, and Communities

Individuals across all levels of education have a shared responsibility in supporting DLI programs. DLI interest holders can consider the following points to understand how they can take action to help sustain and scale high-quality, inclusive, and evidence-based DLI programs:

- 🍏 **SEAs play a crucial role in setting the tone for multilingual education and creating system conditions that enable DLI programs to thrive.** SEAs can articulate a shared DLI vision through written plans and guidance that communicates multilingualism as an asset, the [benefits of multilingualism](#), and strategies to include families in decision-making. SEAs can also create broader system conditions to support the scaling and sustainability of DLI. This includes creating professional pathways for bilingual teachers and the development of new resources or incentives that support the implementation of DLI programs with equitable access. SEAs can support the scaling and sustainability of, and equitable access to, DLI programs by determining goals with measurable outcomes and outputs, promoting robust data collection and implementing reporting procedures that support the state, districts, schools and communities in understanding trends in program participation and student outcomes.
- 🍏 **LEAs implement the SEA's vision and align it with local priorities, needs, and resources.** LEAs can operationalize state initiatives within their local contexts. They can use research to inform policies that articulate how DLI programs are structured, why, and who has access to them, and ensure that schools are well-resourced and prepared to implement high-quality DLI programs. LEAs can also help scale and sustain DLI programs by leading and aligning local initiatives that complement and accelerate state initiatives. For example, LEAs can support or build pathways for new bilingual/multilingual educators by connecting local bilingual staff to teacher preparation pathways and partnering with higher education institutions to meet local needs for bilingual and multilingual educators. Additionally, LEAs can involve the community in conversations and planning of program expansion and ensure the participation of multilingual individuals to serve on district advisory groups.
- 🍏 **Schools serve as the primary connection for families and can play a vital role in providing accurate information about DLI programs.** Schools can maintain high-quality DLI programs by creating conditions that encourage the retention of bilingual staff and by offering ongoing professional development opportunities for teachers, leaders and support staff. Schools serve as the primary connection for families and can play a vital role in providing accurate information about DLI programs. Therefore, it is crucial for all educators, administrators, and school staff to have a shared vision and understanding of their DLI programs and be able to convey the benefits of DLI programs to families. DLI programs work best when



Figure 17. Dual Language Immersion Project in Utah with the National Comprehensive Center Region 15. OELE leadership visited and observed multiple dual language immersion classes and bilingual educators teaching various content areas at Granite School District, Canyons School District, and Nebo School District.

students, families, and community members are authentic partners in decision-making. Schools can authentically engage community by implementing culturally responsive family partnerships.

- 🍏 **Families and communities can support DLI programs through advocacy and initiatives that advance opportunities for multilingual education.** Families and the wider community can advocate for the expansion of multilingual education. Community-based organizations can develop initiatives that remove barriers to DLI expansion, such as by creating teacher pathway programs that help bilingual individuals earn the necessary credentials to teach in a DLI program.

Recommendations and Next Steps

The DLI Playbooks focus on key areas for designing, implementing, and improving DLI programs, highlighting the importance of developing policies, processes, programs, and practices that value student diversity, view languages other than English as assets, supporting the quality, sustainability, and scalability of DLI programs, and fostering meaningful engagement with families and communities. Recommendations include:

- 1. Policy Development:** SEAs can develop and refine policies that promote multilingualism and support local implementation of DLI programs by LEAs and schools. This includes collaborating with DLI interest holders to share responsibilities and develop resources and guidance.
- 2. Funding and Resources:** SEAs and LEAs can invest in sustainable funding policies to support the expansion and quality of DLI programs. This includes providing consistent resources to establish high-quality DLI programs and creating pathways for DLI participation from preschool through high school.
- 3. Teacher Training and Credentialing:** SEAs can examine teacher training, credentialing, and hiring policies to identify and eliminate obstacles for bilingual teacher candidates. This includes investing in the expansion or establishment of new bilingual teacher training pathways and grow-your-own teacher programs.
- 4. Equitable Access:** SEAs, LEAs, schools, and communities can ensure that policies support conditions for equitable participation of ELs and other students learning a second language in DLI programs. This includes developing state and district assessment policies that allow for assessment in both languages to inform instruction.
- 5. Family and Community Engagement:** LEAs and schools can develop clear bidirectional communication systems with families and involve parents and community members in program decision-making. This includes conducting targeted outreach about DLI enrollment options to communities that are linguistically, racially, ethnically, and socioeconomically diverse.

These recommendations are based on findings from the DLI Project. While existing research has begun to document the ways in which DLI participation are associated with positive outcomes for students, it is important for more research to be conducted to improve our understanding of how DLI programs impact students. Very few studies in the literature use rigorous designs that allow us to attribute those outcomes to DLI programs, especially for studies focused on ELs. To continue to improve DLI programs and understand the policies and conditions that allow programs to be successful, more rigorous research needs to be conducted to examine the long-term impacts of DLI programs, how the DLI programs impact students differently, and the conditions that mediate those impacts. SEA, LEAs, schools, and researchers can partner to answer these important questions.

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